

CHAPTER I

INTRODUCTION

A. Background of Study

English in Indonesia is very important in the development of science, culture, technology and communication with other people in the world. because it is too important, children must be introduced to English. Language learning in children is very valuable because they have a good memory. In teaching English there must be a special way and method so that children do not find it difficult because English is different from our native language. sometimes English is considered unimportant to learn. and the evidence is that there are still many students in Indonesia having difficulty mastering English. For this reason, learning English needs to be motivated to make students more active and disciplined in learning, namely by applying punishment.

Punishments in education are the reaction to a lack of discipline so the first step to preventing the need for punishment is to teach and encourage discipline. Punishment is similar to reinforcement in that both are defined by their effects. According to Lefrancois (2006: 40), Punishment also has two types, positive and negative. Positive punishment is "when a positive contingency is removed". An example of this could be a penalty. It is also known as removal punishment. Negative punishment is "when a negative contingency follows a behavior". This is what most people commonly think of when they think of the term punishment and is sometimes referred to as presentation punishment. According to Skinner (1989: 43), there are two types of punishment: positive punishment and negative punishment. Positive punishment provides a positive stimulus to the students both in terms of students' motivation, achievement, and the

other aspect that relate to it. On the contrary, negative punishment provide a different effect to the students who violate the rules in the school.

According to Skinner (1989: 47), The advantages of punishment are: First, Restrict behavior. Punishment prevents the repetition of unexpected behavior. Second, education, to educate the students to be good behavior. Third, strengthen motivation to unexpected behavior. Fourth, controlling to prevent the students from undesirable behavior, so the learning process be conducive. Based on the researcher's experience as a student, the result of the use of punishment in learning has different effects. Some students respond positively and other students respond negatively. Students who respond positively because of the use of punishment feel motivated to study harder. While students respond negatively because they feel don't like the punishment given by the teacher or feel unfair. But in this case, the teacher's goal of giving rewards and punishments is to enhance good students' attitudes and behavior and weaken bad attitudes and behavior. The application of punishment also requires good consideration, because this application involves a learning atmosphere, and affects students psychologically.

Meanwhile, Motivation is an attempt to foster a drive most influences the form of one's behavior. Motivation can be grown inside a person, but motivation is also stimulated by factors of the outside. Motivation is important for someone, especially in the process of learning. In teaching and learning activities, motivation can be said as the overall driving force within the learner that gives rise to the desire to learn, which ensures continuity of learning activities and which gives direction to learning activities, so that the desired goals by learners can be reached. Therefore, the teacher must carry out activities learning that can arouse the motivation to learn English in students carry out their duties as educators or professional staff in charge of planning

and implementing the learning process, assessing results learning, mentoring, and training of students to achieve a goal that is achieved.

Learning motivation in following the learning process is a form of response from students, where the motivation comes from within (motivation intrinsic) and from the outside (extrinsic motivation), and their response to the process the implementation. This is an effort to reach the goal of predetermined learning. As stated by Uno (2010) that motivation is an impetus found in a person to try to make changes in behavior that are better in meeting their needs.

Based on the experience of the researcher, giving punishment to students will lead to positive perceptions and negative perceptions. Positive perceptions of punishment can motivate students to study hard while negative perceptions of punishment because punishment users can cause feelings of torment, pressure on students.

Based on the background above, the researcher is interested in researching, “Students Perception on teachers punishment in their learning motivationEnglish at SMP Al-Qur`an Putra BahariKota Ternate “

B. Scope of the Research

This research is focusedon students’ perceptions and points of view related to teachers’ punishment in class.

C. Problem Statement/Research Question

What a students’ perceptionsof teacherpunishments in learningEnglishmotivationat SMP Al-Qur`an Putra BahariKota Ternate ?

D. Research Objective

Based on the problem of the research, the objective of the research is to describe students' perception of punishments in learning English motivation at second grade in SMP Al-Qur'an Putra Bahari Kota Ternate.

E. Research Significance

a. For researcher

This research, in the process, provides a great experience and desire to learn and research issues specifically about punishment. With this research, researchers can improve the ability to examine the phenomena around them.

b. For other researcher

I hope this study can help other researchers to study the problem of punishment, especially about students' perception in giving punishment to motivate students.